

Rubric for FY2009 Title II, Part B Mathematics and Science Partnership Competitive Grant Cycle 2 RENEWAL

1. Partnership Needs Assessment:

The needs assessment should indicate a clear statement of needs derived from multiple sources and multiple years if available. If a new need is targeted in this RENEWAL project then it must be based on a new comprehensive assessment. Otherwise this section may refer to the project's previous comprehensive assessment.

Criteria	Exceeds Standard	Meets Standard	Below Standard
1a. Baseline data	5 points There is clear evidence of baseline data from 3 or more teacher and/or student sources (i.e., norm-referenced assessments, AIMS results, district benchmark assessments, college transcripts) to support mathematics/science education needs of the school population. Student data must be one of the sources.	4 points There is clear evidence of baseline data from 2 teacher and/or student sources (i.e., norm-referenced assessments, AIMS results, district benchmark assessments, college transcripts) to support mathematics/science education needs of the school population. It is highly recommended that student level data be included. If student data is available, it must be one of the sources.	0 points Limited baseline data is given. Needs identified are not adequately supported by evidence.
1b. Identification of professional development needs	4 points In addition to the criteria for "Meets Standard" the needs assessment also includes a correlation between teachers' content knowledge in mathematics or science and student achievement.	3 points Provides information on the number of teachers lacking sufficient content knowledge in mathematics or science.	0 points Vague or limited information is given about the number of teachers lacking sufficient content knowledge in mathematics or science.
1c. Prioritization of professional development needs	3 points There is clear evidence included that partners have collectively determined which professional development needs are of the highest priority and will be addressed by the project.	2 points Some evidence is provided to show that the targeted professional development needs were selected with input from project partners.	0 points Limited or no evidence is given to indicate why the partnership selected the targeted professional development needs.

2. Partnership Project Goals and Objectives:

The project goals and objectives should be closely linked to the professional development needs of the teachers. This section provides a reflection that describes the goals and objectives of the MSP project, provides specific evidence of achievement of these goals and objectives to date, and indicates lessons learned as a result of these efforts.

Criteria	Exceeds Standard	Meets Standard	Below Standard
2a. Description of the project's goals and objectives and evidence that supports the achievement of the goals and objectives	5 points Goals and objectives are clearly described and evidence is provided from multiple measures to support the achievement of or progress toward the goals and objectives. Evidence includes the impact of the professional development activities on student achievement and teacher effectiveness.	4 points Goals and objectives are described and evidence is provided from single or limited measures to support the achievement of or progress toward the goals and objectives. Evidence includes either the impact of the professional development activities on student achievement or teacher effectiveness.	0 points Goals and objectives are not described and/or evidence is not provided to support the achievement of or progress toward the goals and objectives.
2b. Description of any changes to the specific long-term and short term goals and objectives	5 points Changes to goals and objectives are described in detail and rationale is provided for changes based upon the individual professional development needs of the teachers, academic needs of students, and/or lessons learned.	4 points Changes to goals and objectives are described and limited rationale is provided for changes based upon the professional development needs of the teachers, academic needs of students, and/or lessons learned.	0 points Changes to goals or objectives are not described and/or rationale is poorly correlated with the professional development needs of the teachers, academic needs of students, and/or lessons learned.
2c. Theory of action plan or logic model is linked to goals and objectives of project	3 points Describes a detailed theory of action plan or logic model that clearly links to the goals and objectives of the project.	2 points Describes a theory of action plan or logic model that links to the goals and objectives of the project.	0 points Little or no connection is made between the theory of action plan or logic model to the goals and objectives of the project.

3. Research/Evidence Base and Efficacy of Plan to Increase Student Achievement:

The plan for professional development should be guided by research and the Arizona Academic and Professional Teaching Standards and the National Staff Development Council Standards. The carefully designed activities should link to the goals and objectives of the plan with emphasis on content knowledge and pedagogical content knowledge. This section must provide a reflection that describes the professional development plan enacted during the life of the project and indicates lessons learned as a result of these efforts.

Criteria	Exceeds Standard	Meets Standard	Below Standard
3a. Reflection on professional development activities	5 points Includes a clear and detailed description of whether the previous timeline was realistic and appropriate, including any modifications that were implemented and the impact on future planning.	4 points Includes a description of whether the previous timeline was realistic and appropriate, including any modifications that were implemented and the impact on future planning.	0 points Provides a limited description or reflection about the previous timeline, modifications, or future planning.
3b. Description and timeline of professional development activities	4 points Includes a clear and detailed description and timeline of all the proposed professional development activities including the number, types, duration, intensity and responsible partner.	3 points Includes a general description and timeline of all the proposed professional development activities including the number, types, duration, intensity and responsible partner.	0 points Includes an incomplete description and/or timeline.
3c. Reflection on the alignment of planned activities with Arizona Academic Standards, Arizona Professional Teaching Standards and the National Staff Development Council Standards	5 points Includes a detailed description of the strengths and weaknesses of the alignment of project activities with Arizona Academic Standards, Arizona Professional Teaching Standards and the National Staff Development Council Standards. Includes a clear and detailed description of planned changes to this area.	4 points Includes a general description of the strengths and weaknesses of the alignment of project activities with Arizona Academic Standards, Arizona Professional Teaching Standards and the National Staff Development Council Standards. Includes a general description of planned changes to this area.	0 points Provides a limited description of the strengths and weaknesses of the alignment of project activities to the Arizona Mathematics or Science Standards, Arizona Professional Teaching Standards and the National Staff Development Council Standards. Provides limited detail about planned changes to this area.

3d. Reflection on professional development plan as related to work-embedded application of new learning, continuous reflection, and ongoing support	5 points Includes a detailed description of the strengths and weaknesses of the professional development plan as related to work-embedded application of new learning, continuous reflection, and ongoing support. Includes a clear and detailed description of planned changes to this area.	4 points Includes a general description of the strengths and weaknesses of the professional development plan as related to work-embedded application of new learning, continuous reflection, and ongoing support. Includes a general description of planned changes to this area.	0 points Provides a limited description of the strengths and weaknesses of the professional development plan as related to work-embedded application of new learning, continuous reflection, and ongoing support. Provides limited detail about planned changes to this area.
3e. Reflection on professional development plan as related to rigor and challenging academic content and the development of pedagogical content knowledge	5 points Includes a detailed description of the strengths and weaknesses of the professional development plan as related to rigor and challenging academic content and the development of pedagogical content knowledge. Includes a clear and detailed description of planned changes to this area.	4 points Includes a general description of the strengths and weaknesses of the professional development plan as related to rigor and challenging academic content and the development of pedagogical content knowledge. Includes a general description of planned changes to this area.	0 points Provides a limited description of the strengths and weaknesses of the professional development plan as related to rigor and challenging academic content and the development of pedagogical content knowledge. Provides limited detail about planned changes to this area.

<p>3f. Reflection on professional development plan as related to design elements</p>	<p>5 points Includes a clear and detailed description of the strengths and weaknesses of the professional development plan as related to the full development of the 4 design elements (see Definitions Section):</p> <ul style="list-style-type: none"> • Learn the Content • Reinforce the Content Learning • Consolidate the Learning • Implement the Content <p>Includes a clear and detailed description of planned changes to this area. A new or revised lesson plan is provided based upon new content focus or reflection. The lesson plan should be included in the Appendix.</p>	<p>4 points Includes a general description of the strengths and weaknesses of the professional development plan as related to the development of the 4 design elements (see Definitions Section):</p> <ul style="list-style-type: none"> • Learn the Content • Reinforce the Content Learning • Consolidate the Learning • Implement the Content <p>Includes a general description of planned changes to this area. A new or revised lesson plan is provided based upon new content focus or reflection. The lesson plan should be included in the Appendix.</p>	<p>0 points Provides a limited description of the strengths and weaknesses of the professional development plan as related to the development of the 4 design elements:</p> <ul style="list-style-type: none"> • Learn the Content • Reinforce the Content Learning • Consolidate the Learning • Implement the Content <p>Sample lesson plan is not included or revised to address a new content focus or reflection.</p>
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4. Partnership Evaluation and Accountability Plan:*

Identify evaluation methods that the project will use and explain why those methods are appropriate for the identified needs the proposal addresses. A proposal must make a compelling case for the activities of the project and describe how the activities will help the MSP program build a rigorous, cumulative, reproducible, and usable body of findings. This section must provide a reflection that describes the strengths and weaknesses of the project's experimental design and overall evaluation plan.

***If one or more indicators in this section are scored "Below Standard," the grant proposal may be rejected.**

Criteria	Exceeds Standard	Meets Standard	Below Standard
4a. Reflection on evaluation plan as related to quasi-experimental or experimental design	5 points Includes a detailed description of the strengths and weaknesses of the evaluation plan. This section must include details about how the overall evaluation plan can be improved and specifically describe proposed modifications. Evaluation plan is based on experimental design, with defined treatment and comparison groups with adequate sample sizes in each group, in which intervention and comparison groups are constructed by randomly assigning some teachers to participate in the project activities and others to not participate.	4 points Includes a detailed description of the strengths and weaknesses of the evaluation plan. This section must include details about how the overall evaluation plan can be improved and specifically describe proposed modifications. Evaluation plan is based on a quasi-experimental design in which intervention and carefully matched comparison groups are constructed, with adequate sample sizes in each group.	0 points Provides a limited description of the strengths and weaknesses of the evaluation plan and/or describes an evaluation plan that is not based on experimental or quasi-experimental design.

4b. Reflection on evaluation plan as related to measurable evidence for impact of project on student achievement and teacher effectiveness goals	5 points Provides a detailed description of the strengths and weaknesses of both summative and formative assessment procedures and analysis of results, including any proposed modifications in this area. Required state measures (RTOP and LMT for mathematics projects or RTOP and DTAMS for science projects) and additional measures (e.g., NRT, CRT, or district measures) are used to show the impact of the professional development on student achievement and teacher effectiveness. The evaluation plan includes both RTOP pre and post observations and LMT or DTAMS pretesting and post testing of the intervention and comparison groups.	4 points Provides a general description of the strengths and weaknesses of both summative and formative assessment procedures and analysis of results, including any proposed modifications in this area. Required state measures (RTOP and LMT for mathematics projects or RTOP and DTAMS for science projects) and additional measures (e.g., NRT, CRT, or district measures) are used to show the impact of the professional development on student achievement and teacher effectiveness. The evaluation plan includes both RTOP pre and post observations and LMT or DTAMS pretesting and post testing of the intervention and comparison groups.	0 points Provides a limited description of the strengths and weaknesses of both summative and formative assessment procedures and analysis of results and/or required state measures (RTOP and LMT or DTAMS) are not included, summative or formative assessment procedures are not described, and an analysis of results is inadequate.
4c. Reflection on evaluation plan as related contribution to research	3 points Reflection on the evaluation plan clearly articulates strengths and weaknesses in how the activities will help the MSP Program build a rigorous, cumulative, reproducible, and usable body of findings. Appropriate qualifications of the internal and external organization or individuals responsible for executing the plan are included.	2 points Reflection on the evaluation plan describes strengths and weaknesses in how the activities will help the MSP Program build a rigorous, cumulative, reproducible, and usable body of findings. Appropriate qualifications of the internal and external organization or individuals responsible for executing the plan are included.	0 points Reflection on the evaluation plan inadequately articulates strengths of weaknesses in how the activities will help the MSP Program build a rigorous, cumulative, reproducible, and usable body of findings and/or the internal and external organization or individuals responsible for executing the plan are not referenced.

5. Commitment and Capacity of Partnership:

The project description must clearly demonstrate the submitting partnership has the capability of managing the project, organizing the work and meeting deadlines. This section must provide a reflection that describes the strengths and weaknesses of the project's governance structure and show evidence of meaningful partnerships.

Criteria	Exceeds Standard	Meets Standard	Below Standard
5a. Partnership's role and the reflection on that role in project planning, delivery, and evaluation	5 points Evidence is provided that all partners participated in long-term planning and development of this proposal. Detailed reflection on the role of all partners in the planning, delivery, and evaluation of this project to date is included and describes specific strengths and weaknesses.	4 points Evidence is provided that all partners participated in long-term planning and development of this proposal. Reflection on the role of all partners in the planning, delivery, and evaluation of this project to date is included and describes strengths and weaknesses.	0 points Little or no evidence is provided to indicate the role of one or more partners and reflection on the role of partners is not included or is incomplete.
5b. Duties and responsibilities related to the goals and objectives of the project	5 points The proposal includes a detailed description of the duties and responsibilities and how they are aligned to the goals and objectives of the proposal.	4 points The proposal includes an outline of the duties and responsibilities and how they are aligned to the goals and objectives of the proposal.	0 points Inadequate information on the duties and responsibilities is provided.
5c. Capacity of partnership	4 points Evidence of the number and quality of staff to carry out the proposed activities, a description of the institutional resources, vitas for key partners' staff and Teacher Assurance Forms are provided.	3 points Evidence of the number and quality of staff to carry out the proposed activities and a description of the institutional resources are not clearly detailed. Vitas for key partners' staff and Teacher Assurance Forms are provided.	0 points Explanation of capacity is inadequate and may be missing one or more of the criteria.

5d. Partnership governance and reflection on governance structure	3 points Detailed reflection including strengths and weaknesses of the partnership's governing structure specific to decision-making, communication, and fiscal responsibilities is included. Proposed modifications to the governance structure are well defined and linked to the goals, objectives, and project activities. The proposal includes a description of how the private schools were informed.	2 points Reflection including strengths and weaknesses of the partnership's governing structure specific to decision-making, communication, and fiscal responsibilities is included. Proposed modifications to the governance structure are well defined. The proposal includes a description of how the private schools were informed.	0 points Inadequate information is provided related to partnership governance, reflection on the strengths and/or weaknesses of the partnership governance structure, or how the private schools were informed.
5e. Sustainability	3 points There is a clear and specific plan for project continuation. The plan addresses the obstacles to future funding, how assessment data will be used, how the project will be promoted within the school and school districts, and how leadership capacity at the principal and teacher levels will be fostered.	2 points Description of how the project will be sustained and continue when state funding is no longer available is outlined in the plan. The plan does address all of the following within the outline: how assessment data will be used, how the project will be promoted within the school and school districts and how leadership capacity at the principal and teacher levels will be fostered.	0 points There is an inadequate plan for how the partnership will continue when the state funding is no longer available.

6. Partnership Budget and Cost Effectiveness:*

The budget justification should clearly be tied to the scope and requirements of the project. The budget narrative should describe the basis for determining the amounts shown on the project budget page. All proposals should include provisions for evaluation of the activities. This section must provide a reflection that describes the cost effectiveness of the funded program and whether the proposed budget supported the activities required to meet the goals and objectives of the project.

Criteria	Meets Standard	Below Standard
6a. Reflection on cost effectiveness of the funded program and support of activities required to meet the goals and objectives of the project (In Narrative)	5 points Detailed reflection on cost effectiveness of funded program is provided. Reflection includes lessons learned, whether adequate funds were allocated in each budget category, cost effectiveness of the project, costs that were overestimated or underestimated, and whether the budget overage/underage impacted the ability to support the goals and objectives of the project. If the project will not expend all approved funds, explanation of why funds will remain must be included.	0 points Limited or no reflection on cost effectiveness of funded program is provided. Reflection does not address lessons learned, whether adequate funds were allocated in each budget category, cost effectiveness of the project, costs that were overestimated or underestimated, and/or whether the budget overage/underage impacted the ability to support the goals and objectives of the project. If the project will not expend all approved funds, explanation of why funds will remain is not included.
6b. Budget details (In Narrative)	2 points The proposal provides a general summary of the budget outlining specific costs of each category for the first year of the project; the proposal includes a budget summary for each partner; and the budget supports the scope and requirements of the project.	0 points The proposal provides insufficient budget information regarding specific costs of each category for the first year of the project; the proposal provides insufficient information for each partner; or the budget does not support the scope and requirements of the project.
6c. Cost effectiveness (In Appendix, Narrative)	4 points The proposal contains two 12-month project budgets (9/1/08 through 8/30/09 and 9/1/09 through 8/30/10) submitted on the forms found in the Appendix. The amount included in each budget category is detailed and commensurate with the services or goods proposed, and the overall cost of the project is appropriate for the professional development provided and the number of teachers served.	0 points The proposal does not contain two 12-month project budgets (9/1/08 through 8/30/09 and 9/1/09 through 8/30/10) submitted on the forms found in the Appendix. The amount included in each budget category is not detailed and/or commensurate with the services or goods proposed, or the overall cost of the project is not appropriate for the professional development provided and the number of teachers served.
6d. Provisions for evaluation and required meetings (In Appendix)	2 points The budget includes provisions for an evaluation, funds for key staff to participate in 2 state technical assistance meetings and 1 regional MSP meeting.	0 points The budget does not include adequate provisions for an evaluation, funds for key staff to participate in 2 state technical assistance meetings or 1 regional MSP meeting.
*Up to 2 incentive points will be awarded if one or more partners provide additional funding for the project beyond that requested in the MSP proposal		